

January 1999

GLOBE

Serving the military and civilian community of the Defense Language Institute Foreign Language Center and the Presidio of Monterey



**General Steele visits Defense Language
Institute Foreign Language Center,
Presidio of Monterey**

Presidio Portrait

Lt. Col. Steven Rundle

Commander, 229th Military Intelligence Battalion
Presidio of Monterey

Army Lt. Col. Steven Rundle is the commander of the 229th Military Intelligence Battalion. He assumed command of the battalion in July.

Rundle began his career at the National Training Center, Fort Irwin, Calif., as a tank platoon leader. Since then, his assignments include: company commander, Headquarters and Headquarters Company, 202nd Military Intelligence Battalion; chief, G2 Plans and Exercises, 24th Infantry Division (Mechanized); battalion executive officer, 124th Military Intelligence Battalion, and most recently, chief, Army Division, Joint United States Military Advisory Group-Thailand.

He has a bachelor of science degree

from James Madison University in Sino-Soviet studies and a master's degree from Cornell University in Southeast Asian studies.

He is a graduate of the U.S. Army and Royal Thai Army Command and General Staff Colleges and the U.S. Armed Forces Staff College. His awards include the Defense Meritorious Service Medal; the Army Meritorious Service Medal, first oak leaf cluster; the Army Commendation Medal, first oak leaf cluster; and the Joint and Army Achievement Medals.

He is accompanied by his wife, Rebecca, and their 9-year-old son, Kevin, and their infant daughter, Kieran.



Lt. Col. Steven Rundle

Notice to Globe readers and contributors:

Due to personnel changes and temporary duty assignments, the Globe staff will be in a period of transition during the next two months. Temporarily forward all submissions or questions to Bob Britton, DSN 878-5104 or 6423, commercial (831) 242-5104 or 6423, fax number (831) 242-5464 or to his e-mail address at "brittonr@pom-emh1.army.mil" (notice the number in the address – emh "one.")



Commander/Commandant
Col. Daniel Devlin

Command Sergeant Major
Command Sgt. Major Debra Smith

Editor-in-Chief
Lt. Col. Gordon Hamilton

Chief, Public Affairs
Michael Murphy

GLOBE

*Defense Language Institute Foreign Language Center
Presidio of Monterey, California
Command Publication*

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Photo support
Mary Emer

Photo support
Jim Villarreal



Command Information Officer
Bob Britton

Editor
Tech. Sgt. Renee Wright

Public Affairs Specialist
Joseph Morgan

Staff Photojournalist
Petty Officer 1st Class T.E. "Scoop" Hansen



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January 1999

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About the cover:

Army Lt. Gen. William Steele, deputy commanding general for U.S. Army Training and Doctrine Command; commanding general, U.S. Army Combined Arms Center and Fort Leavenworth, Kan.; commandant, U.S. Army Command and General Staff College Fort Leavenworth, talks with Russian student Army Sgt. Harry Ratliff during his visit to European School II's language lab Dec. 3. The general visited the Defense Language Institute Foreign Language Center Dec. 2-3 for orientation purposes and included an office call with Col. Daniel Devlin, DLIFLC commandant and commander of DLIFLC and the Presidio of Monterey; Operations, Plans and Programs, command and technology briefings, breakfast at Combs Dining Facility with the troops, and a stop at European School II to observe classroom instruction. (Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)

Commander's Notes

Need for military linguists continues in next century

As we enter the final year of the 20th century, I look forward to hearing from the futurists among us. With a new century and a new millennium looming just ahead, 1999 promises to be a year like no other for speculative discussion of things to come.

How will foreign language training be conducted in, say, 20 years? What will be the role of the linguist in business, industry and the military?

A look back at what's happened in the last couple of decades at the Defense Language Institute Foreign Language Center shows how technology has affected our foreign language programs and the professional lives of our faculty and staff. Within that relatively short span we've witnessed the rise of computer-aided instruction, Video TeleTraining, Satellite Communications for Learning and the Internet.

On the horizon are innovations that will work further wonders. For example, software programs for interpreting and translating foreign languages, which are now in relatively early stages of development, are expected to advance to refinement within a few years.

Some say the advent of "machine translation" of foreign languages will eliminate the need for linguists and foreign language training altogether. I think the opposite is true, and I side with those who believe the need for skilled linguists in the 21st century will be greater than ever. I foresee a future of ever-increasing interaction among peoples of the world. No doubt it will be a high tech future, one in which technology will help us to understand, learn



Col. Daniel Devlin
Commandant of DLIFLC,
Commander of DLIFLC and the Presidio of Monterey

and communicate. Technology will enhance but not supplant human skills, especially language skills.

Only the linguist on the ground, experiencing the environment, watching facial expressions and body language will understand the true context of the spoken word. Only the trained listener will grasp the contextual meaning of idiomatic expression and technical jargon. The often envisioned "universal translation" may assist with volumes of material but will miss the fine line of true intent.

I think the need for skilled linguists will remain especially acute within the military forces of our country. The value of the military linguist has been proven repeatedly in the century that ends this year.



Arabic Program – A historical perspective

Middle East Schools honor Arabic founder Professor Kamil Said

By Dr. Foazi El-Barouki
Associate Professor, Middle East School I

Staff and faculty of the Middle East Schools I and II honored Professor Kamil Said, the founder of the Arabic Department at the Defense Language Institute Foreign Language Center on Sept. 4. This special ceremony was

part of a pre-literary symposium organized by Adnan Sadduk.

On behalf of Middle East School I Dean Charles Cole and Associate Dean Maj. Michael Sinatra, Said received a certificate of appreciation for establishing the Arabic program in the 1940s. The certificate also honored him for his mentorship to a large number of the Arabic faculty, for his possession of a wealth of information and knowledge of the Arabic language, literature and culture, for his role as an active member of the Arab community of Monterey County, and for his high academic contributions and achievements.

Said, who was born in Baghdad, Iraq,

came to the United States in 1935 to obtain a bachelor's degree in history from Colorado State College of Education in Greeley, Colo. In 1946 he came back to the United States for a second time and obtained his master's degree in history from New York University.

He moved to the Monterey area in September 1947 to lay the groundwork for the first Arabic program to be established at the Army Language School, the predecessor to DLIFLC. He accomplished that goal on Sept. 8, 1947. This special ceremony marked its 51st anniversary. Said retired from the Institute in 1973, then joined the faculty of the Naval Postgraduate School, where he is still working as an associate professor of Middle East history.

During the ceremony, Said gave a brief history of the Arabic program. He was hired by the headquarters of the Military Intelligence Service Language School, as DLIFLC was called, after being referred by an Arabic-speaking private at Fort Ord. The Directorate of Training contacted him in New York and offered him the job. Soon after his arrival, the name of the school changed to the Army Language School. On July 1, 1963, the name changed again to the Defense Language Institute-West Coast Branch, and in August 1975 it took its current name after the shutdown of the Eastern branch a year earlier.

According to Said, the Arabic program he established went through name changes and division affiliation. First, it was called the Middle East Language Division. Then in 1948 the name changed to Middle-East-Slavic Faculty Division, after the addition of Hungarian, Polish, Bulgarian, Serbian-Croatian, Albanian and Czechoslovakian languages. In 1960 the

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Professor Kamil Said, the founder of the Defense Language Institute Foreign Language Center Arabic language program, tells his colleagues how he started the course in 1947. Both Middle East Schools honored him for his career accomplishments on Sept. 4. (Photos by Bob Britton)

continued from page 5

name became the East Europe-Middle East Languages Division. Later the term division was amended to directorate or group until it became a school.

The following facts attest to the dramatic growth of the Arabic program over the past five decades since its inception. The student body of the Arabic program has expanded from 11 officer students in 1947 to 742 all-rank students in 1998. Consequently, the number of faculty members has grown considerably from four teachers in 1948 to 190 in 1998, with one holding the rank of professor and six holding the rank of associate professor. The rest are assistant professors, senior instructors, or instructors, depending on whether they joined the new Faculty Personnel System or stayed in the general schedule system. Also, 18 military language instructors help out in the eight departments.

This huge expansion resulted in forming two Middle East schools with 28 teams for the Basic Arabic Program and four teams for the refresher and intermediate programs. When Said retired in 1973, the total number of sections was 12. Today, the two schools have 82 sections for the basic program and a number of other sections for post-basic program instruction.

The Arabic program of instruction for the early 11 students was to study Arabic for one year at the Army Language School.

The first textbook Said used for that year was "Arabic Language Grammar," by Kapliwatzkey, in four volumes. It was probably the best available book designed to teach literary Arabic to English-speaking people, as Said asserted. To follow up, the program would continue for another year at Princeton University in Princeton, N.J., and two years at the



Middle East School I Associate Professor Dr. Foazi El-Barouki (left) presents a certificate of appreciation to Professor Kamil Said Sept. 4. Said began the Arabic program in 1947 at the Army Language School, the forerunner of DLIFLC. He retired in 1973 and now works as an associate professor at the Naval Postgraduate School.

American University of Beirut in Beirut, Lebanon. Said coordinated this program with Professor Philip Hitti, the chairman of the Department of Near East Languages and Study at Princeton, who was also associated with the AUB program.

In September 1951 Said contributed to a new, two-volume textbook of "Literary Arabic and Grammar." In early 1952 a secretary was appointed, and an Arabic typewriter was provided to support the course for unpublished supplementary materials. This textbook was used for 12 years until it was replaced by a "Basic Course in Modern Standard Arabic," in eight volumes and 12 lessons.

According to Said, this basic course was prepared by Jacob Shammas, a DLI-West Coast Branch course developer. In 1975 Shammas' product was replaced by

Abdelmalik's "Modern Standard Arabic," a grammar-structured book. This 120-lesson textbook remained in effect until it was substituted by the current "Global Proficiency from the Gulf to the Ocean" book in 1986.

Today, with the invasion of technology, there are eight Arabic departments, almost an equal number of secretaries, computers and English and Arabic word processors and software. Each teaching team has at least one computer, and each section uses a special computer with laser discs during the first semester.

Two computer labs, each with 30 units, support students' learning process and supplement the current course. It is expected that all students will have their own computers during this era of the information age. Current Arabic software

includes: Hangman, Memory, Arabic Grammar, Military and Culture modules, and four Interactive Drama CD's; two in Modern Standard Arabic and two in the Iraqi dialect.

In his teaching, Said was interested in the "Direct Method." In the summer of 1949, he was among four faculty members to be sent by the school to take a course in linguistics at Cornell University, Ithaca, N.Y. The chairman of the linguistics department asked him to evaluate a textbook in spoken Iraqi Arabic by Van Wager of Harvard University.

Said found this book to be an excellent tool for teaching the above method. It was written in the Roman alphabet, organized in dialogue format, and recorded on tapes to help students prepare their homework. It was so successful the headquarters used it as a model. Other dialect books were also evaluated and designated to individual officers assigned as military attaches. A proficiency test in literary Arabic was prepared.

This textbook lasted until 1963 when it was replaced by a dialect-oriented test, recorded by three individuals, each representing a dialect: Egyptian, Syrian and Iraqi. In contrast, our current dialect tests are done on the school level for the purpose of recognition. Whereas, the Defense Language Proficiency Test is exclusively in the Modern Standard Arabic. It is part of the Final Learning Objectives Battery Tests, which are also in the Modern Standard Arabic.

Three of Said's retired colleagues describe how they have been influenced by his leadership and teaching style.

Jacob Shammass, his associate since 1948, wrote a summary of his experiences with him.

"Mr. Said had an unusually difficult task when he was asked to establish the Arabic Department in late 1947," Shammass said. "There were hardly any

textbooks in the universities or in the market to teach Arabic. He had to search for a while, and finally to settle for an old textbook published in 1920 to teach Arab children, where the cat speaks to the monkey, and the mouse tries to save the lion from his trap.

"Six months later, when I joined him in 1948 to start class A-12-1 and A-12-2 (A=Arabic, 12=months, 1-2-3=class number), Mr. Said informed me of the situation and advised me to use my own initiative," said Shammass. "We decided to use the old text for teaching reading and writing only, and leave the rest for our preparation, day by day.

"It was good that I had my high school grammar book with me to use as a reference," he said. "We followed this procedure until 1952, when the Army released the language publications during the war. One of these publications was one prepared to teach Arabic-Spoken Iraqi to the American Armed Forces."

When asked about the "Direct Method" Said used in his teaching, Shammass said: "It was then that we really started to teach spoken, snowballing and Direct Approach. Mr. Said, fascinated with this approach, convinced the headquarters to try it on the new teachers — non-Arab — to realize the reaction of their students when they are confronted with a strange language.

"It was so successful that it was established as a prerequisite for every new teacher," Shammass said. "Most of the country's universities heard about it and wanted to know more. One summer in the mid 1950s, we had about 50 professors and linguists spend three weeks studying Arabic — the Direct Approach — thanks to Mr. Said."

Niniv Ibrahim worked as a teacher in the Middle East School from 1959 until his retirement in 1997. He has fond memories of Said, who was his colleague, friend and

mentor.

"I met Professor Kamil Said in 1959 when I reported to work," said Ibrahim. "He was the one who established and was the chair of the Arabic Department. We have been friends ever since. He was a friend and a mentor.

"I learned a lot from him," he said. "Through our frequent discussions, I learned from him to enhance my relationships with my colleagues, to respect the other workers, to be patient with them, to tolerate the differences, and to not be quick to reach judgmental conclusions. Our discussions were also aimed at enriching our spiritual life."

Arabic teacher Mahmoud Hamza was hired in 1961 and described characteristics and attributes of Said, the man.

"Professor Kamil Said is the first Arab man from Iraq to establish the Arabic Department at the DLI in 1947," said Hamza. "He was the single outstanding chairperson of the department until he retired in 1973. He was indeed an older brother to every student and faculty member of his department and the most reputable chairperson throughout the DLI.

"Professor Said is an authority on the Arab history, culture and civilization, as well as the Islamic history," said Hamza. "He taught Arabic linguistics for many years all over the Monterey Peninsula at Monterey Peninsula College, Monterey Institute of International Studies, and the Naval Postgraduate School. His name denotes a perfect, happy man, which is his true identity and nature at all times."

During the recognition ceremony, Said's friends and fellow Arabic teachers praised him as the founder of the Arabic program, the ideal mentor of all Arabic teachers at this prestigious Institute, the activity community member, the friend and the man.



Chaplain investigates maintaining a relaxed mind despite rigors of DLIFLC training requirements

By Army Chaplain (Lt. Col.) Kenneth Sampson
World Religions Instructor, Directorate of Curriculum and
Faculty Development

“It’s like drinking out of a pressurized water hose for a whole year,” says European School II teacher Dimitrie Stagakis, “and a year is a long time.” The words of this faculty member describe the rigors of language training at the Defense Language Institute Foreign Language Center.

How does one deal with the strains of such an intense program? What mental frame of mind assists in acquiring a new language?

European School I Dean Benjamin De La Selva addresses this topic with each incoming class. “You must have a relaxed mind,” said the dean, who learned both French and Polish at DLIFLC. “In the beginning it’s hard because your mind jumps from one thing to another. But, you must have a relaxed mind to absorb the language you study.”

Is it possible to maintain a calm, receptive mind in the midst of vocabulary, homework and listening lab strains? What approach works best to achieve such a state?

I recently talked with members of our community — faculty, staff and students — seeking answers to these questions. While some expressed disbelief at the possibility of ever achieving a tension-free demeanor, many gave helpful advice on developing a receptive, pliant, flexible disposition. The following comprehensive, wide-ranging perspective may help in achieving the relaxed mind so helpful to language learning.

Acceptance

“You must trust what the teacher is doing is good for you ... that the system is delivering the best for you, whatever your learning experiences before DLIFLC,” said De La Selva. “Roll with the punches. Put yourself at the mercy of the teacher regardless. The moment you start thinking of the idiosyncrasies of the

teacher, or begin to think a faculty member is too harsh, critical or always ‘putting me down,’ you lose your focus on language learning. Something else takes its place. Language learning stops.”

Middle East School I faculty members Abdalhameed Abdaljabbar and Ghazi Al-Ghusain agree. They encourage students not to fight repetitive drills and to overlook teachers’ occasional grouchy days. “Don’t get bogged down in trying to figure things all out, why grammar and vocabulary are the way they are.” Realize also, that even the best of students have days when they “hit a wall” and nothing seems to sink in.

Positive

“Happiness is a mind with pleasant thoughts” is a motto imprinted on De La Selva’s business card. It serves as a reminder that a positive frame of mind, free of negative notions, promotes good mental health and enjoyment of life. An optimistic attitude puts into practice the scriptural guidance, “Fill your minds with those things

that are good and deserve praise: things that are true, noble, right, pure, lovely, and honorable” (Philippians 4:8). A relaxed mind, at ease with itself and the world, is a tangible result. Such a framework sets the stage for reception of a new language.

Present Focus

Oppressive, burdened perspectives too often overwhelm us. Some equate language learning to a high peak one continually climbs, hoping to reach a distant light at the summit. Others picture the task as similar to boring a seemingly endless hole deeper and deeper into a granite mountain. Perspective easily is lost. Anxiety sets in. Language learning suffers.

Focusing on the present serves as an antidote to such a state. Zeroing in on what takes place in the immediate class period enables one to pay attention more readily, concentrate and apply oneself. Preparing one’s mind — putting out distracters which divert from language learning — before one goes into the classroom is a necessary habit.

“You must trust what the teacher is doing is good for you ... that the system is delivering the best for you, whatever your learning experiences before DLIFLC.”

Dean Benjamin De La Selva

Discipline

A regulated, balanced lifestyle is important to create the proper mental climate for language study. This discipline takes a variety of forms. Habitual, vigorous physical training primes the body. A nutritious diet promotes health. Periodic relaxing activities — taking advantage of the Monterey Peninsula's many opportunities — refresh the mind. Maintaining good relationships with spouse, children and family promotes mental well-being and peace.

Then, there are more language specific disciplines. Get good hours of sleep. Refrain from loud nighttime music as tunes have a way of reappearing the next morning in language lab. Forcibly rid yourself of shyness or embarrassment when called on to speak. Expose yourself to the target language — through songs, recordings, SCOLA broadcasts, or magazines. Have fun with the language, playing with the sounds of the words and not being afraid of nonsensical verse or imaginative story.

Confidence and Cooperation

Russian linguist, Spc. Keith Smith, found that three months into the basic course his class developed a real cooperative environment. Faculty members instilled confidence through direct classroom feedback, and in more subtle ways such as affirming glances, subdued compliments, and approving words or smiles. Healthy competition amongst class members over quiz and test grades fostered synergy wherein the group helped individuals when an inevitable "wall" was hit.

Spiritual Understanding

An engaged faith also inspires poised, reliant, composed minds. University of Southern California professor of philosophy, Dallas Willard, in a recent chapel talk at Westmont College, said, "When I set up a course, or when I undertake to translate something from German into English, or whatever I am doing ... I expect God to direct me. I expect there to be a movement in my life that is more than me." We would be well advised not to forget our spiritual heritage, to worship regularly, and to enjoy the support of God's people.

Prior to taking a portion of the Defense Language Proficiency Test, Sgt. 1st Class Ronald Bascue, chief military language instructor for European School II, always sits down, takes a deep breath, and relaxes his body as well as his mind. His goal is not a tight-lipped, furrowed brow, rigid intensity. Rather, a composed, attentive state of mind, which facilitates clear thinking and listening, is the objective.

At the moment of testing, DLIFLC linguists can possess a similar mental state, provided an all-inclusive accepting, positive, present-focused, disciplined, cooperative, confident and spiritually-grounded lifestyle is in place. Train yourself to maintain a relaxed mind. In the process, look for improved learning, satisfaction and enjoyment.



Air Force Element earns Air Force Organizational Excellence Award

The Air Force Element, Defense Language Institute Foreign Language Center earned the Air Force Organizational Excellence Award for exceptionally meritorious service from June 1, 1995 to June 30, 1997.

The award was announced at the Air Force Element Commander's Call Nov. 19 at Munzer Hall.

According to the award citation, during the period of the award the Air Force Element consistently displayed superior language instruction to Headquarters Air Force, Department of Defense, and other government agency linguists.

Element personnel designed and implemented automated language labs to provide interactive audio and visual student instruction or evaluations. They also took the lead in programs that aided in the development and execution of four new faculty and staff courses introducing comprehensive new teacher training programs.

Element linguists provided first-rate translations to the Air Force Chief of Staff, Training and Doctrine Command, other government agencies, and deployed training teams to support to worldwide linguists, aiding them in maintaining critical linguistic skills essential to national defense.

All individuals assigned to the Air Force Element during the period of the award are authorized wear of this ribbon.

For further information on awards and decorations or wear of the ribbon, contact the Air Force Military Personnel Activity at 242-5303.



Original Japanese language instructor remembers General Weckerling

By Shigeya Kihara
Japanese language instructor, Military
Intelligence Service

(Editor's note: Shigeya Kihara was an original Japanese language instructor at the Fourth Army Military Intelligence School, Crissy Field, Presidio of San Francisco, when the first language class started on Nov. 1, 1941. Kihara had a long distinguished career teaching Japanese at the different predecessors and the current Defense Language Institute Foreign Language Center. He lives in the local area and wrote this article on Brig. Gen. John Weckerling in 1992. Information courtesy of Dr. James C. McNaughton, DLIFLC Command Historian).

Prior to September 1941, I had taken some Japanese language courses at the University of California at Berkeley. Later that same month, I went to Headquarters, Fourth Army, Presidio of San Francisco, for an interview with then Lt. Col. John Weckerling about a position as a Japanese language instructor for the Army. At that time, Weckerling was Assistant Chief of Staff for Intelligence, Fourth Army.

Weckerling had just been transferred from the Panama Canal Department to the Presidio with special orders to organize a Japanese language intelligence school with Japanese-American Nisei soldiers as students. The 1942 Army budget didn't include this new school, but Weckerling managed to get \$2,000 transferred from the Presidio Quartermaster Corps to get things started.

It was the first time in my life I had

met an Army officer. Seated behind his desk was a handsome, distinguished-looking gentleman, Lt. Col. Weckerling. There was authority, strength and integrity in his bearing and speech. Leadership was written all over him. My respect and regard for him increased during the hectic six months that I was to work for him at the Presidio.

I reported to the colonel to start my job Oct. 18, 1941. He led me down to an empty basement room in the Presidio headquarters building. There were no desks or chairs, just an empty wooden orange crate on which there was a set of Japanese-language books brought back from Tokyo by Capt. Kai Rasmussen, a former Assistant Attache and Japanese language student in Tokyo.

Study material included Readers I to VIII, Nagunuma Series; Kanji Books, Kanji cards; English to Japanese and Japanese to English dictionaries; Ueda Kanji Dictionary; Creswell Japanese Military Dictionary; Sakusen Yomurei (Military Operations); Oyo Senjutsu (Applied Tactics); and the United States Training Manual, Japanese Military Forces.

Here I met the other original Japanese-language instructors John Aiso, chief instructor; Aki Oshida, and Pvt. Art Kaneko, who declined to be an instructor,



Brig. Gen. John Weckerling was the first commandant of the Fourth Army Military Intelligence School, at Crissy Field, Presidio of San Francisco, in November 1941. Second generation Japanese-American soldiers or Nisei were trained in the Japanese language for military intelligence during World War II. MIS was the first military language school, which later became DLIFLC.

but wanted to be a student. He was replaced by Tetsu Imagawa as the fourth instructor.

The colonel said, "Let's go down to the school building." We left the headquarters building and drove through residential areas surrounded by manicured green lawns and trees. We crossed some railroad tracks into a different world: a flat, empty, desolate expanse on the shores of San Francisco Bay. We parked at an

empty, old, corrugated-tin abandoned small-aircraft hangar. There were no other buildings or facilities in the area. This was it, our Crissy Field School on the Presidio, which had no desks or chairs but did have two old Army cots. Two carpenters were putting up partitions along the north wall of the hangar for an office, faculty room and three classrooms.

Weckerling issued oral instructions: "Sixty Nisei soldiers will report here in two weeks on Nov. 1, 1941. Be prepared to start training them." Turning on his heels, he did an about face, left the hangar and went back to his well-furnished office.

There was no evidence of any planning to organize this historic undertaking. The War Department had not issued documents, written directives, a mission statement, or a statement of objectives. There were no outlines, guidelines, models or precedents regarding how to proceed. Nothing.

John Aiso took over and organized everything, such as getting some desks and chairs, office supplies, mimeograph stencils and a mimeograph machine. He sent the administrative sergeant Peterson to see if he could get \$500 from Weckerling or the Army so that Kihara could buy up Japanese dictionaries and grammar books from the UC-Berkeley and Japantown (a section of San Francisco where Japanese families lived and had stores) bookstores.

Aiso planned well and had the four instructors, including himself, prepare to teach three sections of students. Aiso also preplanned each day's lessons before students arrived for the first class. The other instructors translated the U.S. Army Training Manuals into Japanese before the students arrived and translated the Japanese army, navy and air force manuals after classes when the school started.

Weckerling came in every day to monitor our progress during the startup period before students arrived for the

Fourth Army Military Intelligence School. He wanted to know if we were on the right track in our pre-class preparation and to review what we were doing. He made decisions, suggestions and approved or disapproved our preparations. He was always strong and positive and encouraged us in our hectic preparations.

Then Capt. Kai Rasmussen, the Coast Artillery commander at nearby Fort Winfield Scott (adjacent to the Presidio) also dropped in regularly to join our discussions regarding subjects, course of instruction and methodology.

On Nov. 1, 1941, Maj. Joseph Dickey, another graduate of the Tokyo Embassy Japanese School, reported in as the school's executive officer. The original Japanese language class had 58 Nisei soldiers and Pvts. Victor Belousoff and Dempster Dirks. Based on individual interviews and evaluations of these men by Weckerling and Rasmussen during the summer of 1941, Sections A, B, and C were formed and instruction began at 8 a.m.

Gen. John DeWitt, Fourth Army commander at the time, inspected the school two weeks later. Weckerling and Dickey briefed him. The general walked through the sections asking questions and making comments. Within a few months, DeWitt was making public statements, "A Jap is a Jap." He made recommendations that all Japanese in California, Oregon, Washington and Alaska be banished from the coast and interned in mountain and desert areas of the interior. Several students' and the instructors' families ended up in American concentration camps.

At 7 a.m., Sunday, Dec. 7, 1941, Japan attacked Pearl Harbor and plunged the world into a cataclysmic war. Fortunately, the concept of using Nisei soldiers for Japanese intelligence had also become a reality, just five weeks before the Japanese infamy. Mission accomplished, Col. Weckerling. Banzai.



New area code for DLIFLC, Presidio of Monterey, Annex

The commercial area code for the Defense Language Institute Foreign Language Center, Presidio of Monterey, Presidio Annex and the surrounding areas, formerly 408, has changed. **The new area code is 831.**

The
GLOBE
magazine
is available
on the
World Wide Web
through the
Presidio of Monterey's
home page
at
<http://pom-www.army.mil>

Volunteers assist Kiwanis with golf tournament

Photo and story by Bob Britton

Many top amateur and professional golfers compete in tournaments throughout the year on the famous Monterey Peninsula golf courses. While they hold the spotlight, volunteers behind the scenes make sure tournaments run smoothly. One event is the Callaway Golf Pebble Beach Invitational Golf Tournament played over the Pebble Beach Golf Links, Spyglass Hill Golf Course and Del Monte Golf Course Nov. 19-22.

This annual event is a major fund-raiser for the Monterey Kiwanis Club with volunteer support from the Defense Language Institute Foreign Language Center. During the four-day tourney, DLIFLC provided about 50 students on casual status each day to help park cars, direct traffic, sell tickets, carry leader boards or pick up trash on the different courses.

Senior PGA tour professional and television golf commentator Johnny Miller enjoys playing golf on the demanding courses owned by the Pebble Beach Co. "The Pebble Beach Golf Links is my favorite golf course in the world," Miller said after he teed off on hole #1 at Spyglass Hill on Nov. 20. During his career, he has won 24 tournaments on both the PGA and Senior PGA tours, including one Bing Crosby Clambake and two AT&T Pebble Beach National Pro-Am events.

Some pro golfers included David Graham, Paul Blanchard, Johnny Miller, Bob Murphy, Dave Eichelberger, Tom Lehman and Lon Hinkle on the men's side. Ladies PGA Tour players included Kris Tschetter, Joan Pitcock, Cindy Flom, Jane Geddes and Janice Moody.

This Callaway tournament is unique in several ways. First, professional golfers from the PGA, Senior PGA and Ladies PGA tours compete in the event, with each one teamed up with four amateurs. Each fivesome started each hole about 12 minutes apart. All pros walk the entire course between shots, while the amateurs may use golf carts to complete a round of golf. Each hole has five sets of tee markers, with the longest distance for the PGA tour pros, and the shortest ones for women amateurs. In between, there are the tee placement markers for Senior PGA tour players, men amateurs and Ladies PGA tour members.

"I've been selling tickets for this event for the past 15 years," said Larry Levine, ticket captain for the Monterey Kiwanis Club. "The club's

biggest annual fund-raisers are this event, the Monterey Squid Festival and the Monterey Jazz Festival, and we definitely appreciate the volunteer help from the DLIFLC students and staff."

During the four-day event, golfers rotated among the three courses and played the final round at Pebble Beach. Golfers either started at hole #1 or #10 on all three courses.

During the Spyglass Hill round on Nov. 20, Pfc. Mike Nerland, Company A, 229th Military Intelligence Battalion Korean student; Pfc. Ed Proulx, Pvt. 2 Tommy Martin and Pvt. Jean O'Sullivan, all Company F Russian students, volunteered as spotters along the course. They signaled to golfers the approximate location of their ball after each shot.

The following students sold tickets: Seaman Apprentice Michelle Berner, Naval Security Group Detachment Russian student; Seaman Brian Cassity, NSGD Korean student; and Pvt. Paul Hopkins, Company F Russian student.

Pfc. Jonathan Tennis and Pvt. 2 Brady Perry, Company F Russian students, directed traffic into parking lots. They received help from Pvt. 1 Gilberto Gutierrez and Pvt. 1 William Manchester, Company A Korean students. Other DLIFLC students performed similar jobs at the other two courses. Most of these volunteers are on casual status awaiting the start of their classes.



Pfc. Jonathan Tennis (left) and Pvt. 2 Brady Perry, Company F, 229th Military Intelligence Battalion Russian language students, direct traffic at a Spyglass Hill Golf Course parking lot.

Dean's Honor Roll

ARABIC

First semester

Lance Cpl. Jay Brown
Airman 1st Class Jason Dusterwald
Pfc. Tonya Sicking

Second semester

Airman 1st Class Eduardo Aguirre
Seaman Pamela Bishop
Spc. Jennifer Burriss
Airman 1st Class Hollm Kline
Seaman Apprentice Kelly Mazur
Pfc. Shawna Morrison
Seaman John Nelson
Pfc. Kyro Rear
Pfc. Kari Risenhoover
Pfc. David Smeigh

CHINESE-MANDARIN

First semester

Pfc. Andrew Conley
Sgt. Michael Lwin
Airman 1st Class Lorraine Shrum
Airman 1st Class Daniel Thelen

CZECH

First semester

Sgt. 1st Class Michael Beemer

FRENCH

First semester

Pfc. Ryan Buchanan
Lt. Col. Wayne Kellenbench
Capt. Leon Pennington
Lt. Carr Wilkerson
Amy Williams
Capt. Christopher Williams

Second semester

Seaman Apprentice Steven Collett
Lt. Cmdr. Brian Glackin

GERMAN

First semester

Capt. Mark Elfendahl
Joanne Mayer
Capt. Steven Wolf

HEBREW

Second semester

Seaman George Brown
Airman 1st Class Molly Bunch
Airman 1st Class Jeremy Casey
Pfc. Benjamin Miller
Seaman Lynda Carpenter
Airman 1st Class Aaron Combs
Seaman David Hansen
Airman 1st Class Monica Robbins
Airman 1st Class Mitchell Valdez

ITALIAN

Second semester

Capt. David Galles
Cmdr. Daniel Lynch
Joni Lynch

Capt. Michael Vassalotti
Lt. Greg Wieland

Third semester

Pvt. 2 Nicole Anderson
Luca Ducceschi

JAPANESE

Third semester

Hyun Lovejoy
Staff Sgt. Cecilia Sinclair
Capt. Kathy Stewart

KOREAN

First semester

Airman 1st Class Britt Aamodt
Airman 1st Class Harry Ashton
Spc. Andrew Brewer
Master Sgt. Philip Burns
Pfc. Stephen Cha
Pfc. Quentin Fuller
Spc. Josh Gavrilov
Sgt. Joshua Gunn
Spc. Christian Heslop
Lance Cpl. Travis Hicks
Airman Heather Johnson
Seaman Abigail Johnston
Pfc. Andrew Key
Spc. Christopher Lord

Pfc. Richard Mallow
Pvt. 2 Camille Martin
Airman 1st Class Jeffery Martin
Spc. Kevin Masrud
Airman 1st Class Sung-Suk Sa
Pfc. Levi Smith
Spc. Branch Staton
Spc. Jeremiah Wells
Airman 1st Class Michelle Witt
Chief Warrant Officer 2 Darryl Wright

Second semester

Seaman Shannon Burford
Pfc. Steven Garate
Airman 1st Class Molli Grant
Spc. Lance Nakayama
Pfc. Jared Osterhage
Airman 1st Class Gina Ryan
Pfc. Aaron Schwarz
Staff Sgt. Jeffrey Sabo
Airman 1st Class Sungmin Yi
Pfc. Wendy Whitehead

PORTUGUESE

Third semester

Petty Officer 2nd Class Louis Cervantes
Capt. Richard Procell

RUSSIAN

First semester

Lance Cpl. Anthony Collier
Sgt. Larry Craven
Sgt. Jason Fairchild
Pvt. 2 Jennifer Graham
Airman 1st Class Sylvia Hroch
Capt. David Millner
Capt. Eric Phillipson
Spc. John Scott III

SPANISH

First semester

Pfc. Jeffrey Barrett
Lt. Col. Stephen Batts
Airman 1st Class Emily Corpuz

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Graduations

ARABIC

Seaman Jason Abernathy
Airman 1st Class Christopher Birch
Airman 1st Class Andrew Boyle
Pfc. Billy Bray
Spc. Kevin Brown
Staff Sgt. Joseph Butts
Staff Sgt. Donna Byers-Hauser
Pfc. Stephanie Caulley
Maj. Beshara Constantine Jr.
Capt. Steven Cunningham
Petty Officer 3rd Class Donna Deckard
Spc. William Eadie III
Seaman Gregory Elman
Pfc. Hector Esparza Jr.
Maj. Thomas Hudd
Spc. Marc Huizing
Seaman Denise Kakolyris
Sgt. Brian Kenney
Spc. Pamela Lucas Huizing
Sgt. Michael Munch
Spc. Dale O'Connor
Staff Sgt. Lydia Padilla
Cpl. Chad Pattengale
Lance Cpl. Robert Pratt
Pfc. Rebekah Warner
Spc. Jason Watts

HEBREW

Seaman Bryan Athey
Seaman George Brown
Airman 1st Class Jeremy Casey
Airman 1st Class Christopher Cochran
Airman 1st Class Benjamin Colegrove
Airman 1st Class Daniel Edwards
Spc. Lee Guilford Harms
Airman 1st Class Christel Hill
Airman 1st Class Jason Kirkman
Pfc. Benjamin Miller
Airman 1st Class Samuel Olesinski
Airman 1st Class Molly Bunch
Airman Samuel Taylor
Airman 1st Class Melinda Thorne
Airman 1st Class Sarah Tilley
Seaman Steven Wohlman

ITALIAN

Capt. David Galles
Cmdr. Daniel Lynch
Joni Lynch
Capt. Michael Vassalotti
Constanze Merx-Voss
Chief Warrant Officer 2 Keith Voss
Lt. Greg Wieland

KOREAN

Spc. Nathan Averett
Staff Sgt. Carl Banks
Lance Cpl. Timothy Beller
Airman 1st Class Misty Boatman
Staff Sgt. Darrin Bovia
Maj. James Cameron
Capt. Shawn Cardella
Airman 1st Class Joanna Chao
Lance Cpl. James Cornwell
Cpl. Huong Dang
Lance Cpl. Jake Davis
Airman 1st Class John Duda
Staff Sgt. Todd Evans
Sgt. Daniel Fontanez
Airman 1st Class Sarah Garcia
Airman 1st Class Rachel Johnson
Maj. Michael Mauro
Airman 1st Class Michael McGrew
Staff Sgt. Keith Messenger III
Airman 1st Class Peggy Miller
Pfc. Paul Nino
Staff Sgt. Stephen Parris
Staff Sgt. Brian Peterman
Airman 1st Class Kevin Prunty
Cpl. Daryl Reed
Airman 1st Class Jason Robichaud
Lance Cpl. Bernard Roszko II
Sgt. Howard Scherr
Airman 1st Class Terry Sebolt
Airman 1st Class Shawn Serrano
Airman 1st Class Brooker Smith
Airman 1st Class Ryan Uyehara
Spc. Stephen Warren
Staff Sgt. Christopher Wilbur
Airman 1st Class Tobias Yates
Capt. Darrell Zemitis

RUSSIAN

Pfc. Nathan Adair
Pfc. Tina Bartell
Pfc. Kellie Benn
Pfc. Israel Bentch
Sgt. Kristopher Bond
Sgt. Craig Bryant
Airman 1st Class Shawn Childers
Lance Cpl. Ryan Christensen
Pfc. Mandy Jo Farrow
Pfc. Brian Corn
Pfc. Andrew Cox
Lance Cpl. David Cummings
Spc. Russel Cushman III
Airman 1st Class Ceasar Falotico
Sgt. Jeremiah Farmer
Pfc. Cabrina Flanagan
Airman 1st Class Terrence Floyd
Pfc. Jessica Funkhouser
Airman 1st Class Laura Gaskill
Pfc. Michael Goetz
Lance Cpl. Chad Goodrich
Pfc. Carole Gray
Seaman Aaron Hobbins
Airman 1st Class Chris Imoe
Capt. Matthew Kristoff
Capt. Daniel Larke
Capt. Bryan Lee
Lance Cpl. Jason Llewellyn
Airman Michael Matsui
Pfc. Brandon McCartney
Airman 1st Class Phillip Millhollen
Pfc. Gregory Minetos
Spc. Mark Mollar
Airman 1st Class Shawn Moore
Pfc. Charles Morgan
Airman 1st Class Adam Muller
Pfc. Stacey Neal
Airman 1st Class Robert Olejniczak Jr.
Airman 1st Class Daniel Pena
Airman 1st Class Jill Porter
Capt. Paul Riley
Airman 1st Class Don Rude
Spc. Matthew Salts
Pfc. Amy Samson

Seaman Marsay Schum
Capt. Anthony Sebo
Pfc. Paul Seegert
Spc. Keith Smith Jr.
Airman 1st Class Kelly Thanig
Cpl. Adam Udvig
Airman 1st Class John Waters
Pfc. Joseph Wellbaum
Pfc. John Wright
Capt. Renea Curfman Yates

SERBIAN/CROATIAN

Seaman Carl Brauer
Pfc. Keith Fairhurst
Senior Airman Douglas Parsley
Airman 1st Class Stacey Payne
Airman 1st Class Andre Shand
Seaman Ionel Taflan

SPANISH

Sgt. Jennifer Arnold
Pvt. 2 Noe Avila
Lance Cpl. Jeffrey Barrett
Lt. Col. Stephen Batts
Pvt. 2 Michael Beshiri II
Pvt. 2 Leslie Casey
Spc. Richard Colwell
Airman 1st Class Emily Corpuz
Airman 1st Class Laura Danford

Airman 1st Class Heather Devore
Spc. Raegan Dewey
Seaman Felipe Diaz
Maj. Troy Edgell
Cpl. Patrick Farrell
Airman 1st Class Edgar Figueroa
Capt. Tyler Fitzgerald
Pfc. Maureen Galvin
Pfc. Robert Goldsborough Jr.
Staff Sgt. Ruben Gonzales
Airman 1st Class Luis Guerrero
Pfc. Brian Hatalla
Cpl. Julie Hennessy
Cmdr. Harrison Heublein
Lance Cpl. Jason Hopkins
Airman 1st Class John Hotchkiss
Airman 1st Class Ismay Jones
Airman 1st Class Ruth Kelley
Pfc. Neil Lachmund
Spc. Rian Livingston
Spc. Brooke Martinez
Lance Cpl. Katherine McClure
Lance Cpl. David McPike
Airman 1st Class Andrew Miller
Lance Cpl. William Mitchell
Seaman Apprentice Jason Moore
Petty Officer 2nd Class Zachary Perret
Pvt. 2 Mark Pifher
Maj. Michael Ramos

Pvt. 2 Anthony Rangel III
Seaman Sarah Ratliff
Pfc. Joni Lee Ringler
Airman 1st Class John Rojas
Lt. Cmdr. Peter Rollick
Spc. Branden Rosen
Airman 1st Class Johanna Schaefer
Capt. Patrick Schertler
Airman 1st Class Cormac Sullivan
Airman 1st Class Travis Toon
Airman 1st Class Adam Twitchell
Pfc. Scott Walker
Lt. Scott Whaley

TAGALOG

Seaman William Alexander
Seaman Heather Berard
Airman 1st Class Christopher Knight
Airman 1st Class Nicole MacGregor

TURKISH

Airman 1st Class Jodi Boesch
Airman 1st Class Brian Boyce
Airman 1st Class Sara Boyce
Capt. Brian Cook
Cmdr. Tod Reinert
Airman 1st Class Larisa Stovall
Airman 1st Class Jonathan Swift

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Maj. Troy Edgell
Capt. Tyler Fitzgerald
Airman 1st Class John Hotchkiss
Airman 1st Class Ismay Jones
Airman 1st Class Andrew Miller
Lance Cpl. William Mitchell
Spc. Mark Pifher
Maj. Michael Ramos
Airman 1st Class John Rojas
Airman 1st Class Adam Twitchell

Third semester

Pfc. Thorsten Bartling
Spc. Anthony Buchman
Senior Airman Scott Decker
Maj. Brock Gibson
Capt. Michael Hale
Spc. Tiffany Komarek
Petty Officer 3rd Class Adrian Lopez
Elizabeth Patrick
Seaman Michael Petri
Spc. Karin Schwarz
Lance Cpl. Nathaniel Smith

TAGALOG

First semester

Pvt Carmela Ford
Spc. Kimberly Tamsett

VIETNAMESE

Second semester

Spc. Arram Dreyer

Third semester

Staff Sgt. Jack Johnson
Spc. John Morrow



In the spirit of competition

Naval Postgraduate School Superintendent Rear Adm. Robert Chaplin and Defense Language Institute Foreign Language Center Commandant and Commander of DLIFLC and the Presidio of Monterey Col. Daniel Devlin, share a laugh after shaking hands on a challenge of the outcome of the Army/Navy annual football game in Philadelphia. The friendly challenge was made Dec. 3 at NPS when a contingent of Army troops who rallied in Hermann Hall sang the Army Song and fight songs among other tunes to show support for the Army team which defeated the Navy 34-30 Dec. 5. The day after the Army visit to NPS, mysteriously, Devlin's office was visited by unknown sailors who left "Go Navy, Beat Army" signs and banners in blue and gold colors. Devlin and DLIFLC won the challenge, and the NPS staff paid off their loss by singing 30 minutes of Christmas carols on the steps of Bldg. 614, DLIFLC Headquarters, Rasmussen Hall at noon Dec. 16. *(Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)*

